

CHAPTER II RELATED LITERATURE

A. Theoretical Description

1. Cultural Scope

a) Definition of culture

Culture is thoughts of as the outcome of human ideas across generations. However, there are various definitions of culture since the concept is so open to interpretation. Anthropology, sociology, philosophy, history, and literature are just a few of the sciences that have contributed to the notion of culture¹. And last, in the late nineteenth century, anthropologists started to define the concept of culture².

The first explanation of the notion of culture is a general belief system that forms culture. Culture can be considered a system of thought. Although the sociocultural system includes descriptions of the demographic structure, the use of natural resources, and the typical daily lifestyle of a particular group of people³.

Since culture is maintained, albeit not, among social groupings of people who are frequently split by race and ethnicity, it is thought to represent a distinctive intellectual tradition. Then, culture may be conveyed externally through symbols, artifacts, social structures, and prosperous social institutions. Additionally, culture is utilized to provide the framework for

¹ Koentjaraningrat, *Pengantar Ilmu Antropologi* (Jakarta: Aksara Baru, 1985), 181.

² Ida Bagus Gde Pujaastawa, "Filsafat Kebudayaan" (Badung, 2015), 2.

³ Roger M. Kessing and Andrew J. Strathern, *Cultural Anthropology A Contemporary Perspective*, Third Edition (Orlando: Harcourt Brace College Publishers, 1998), 24.

interpersonal communication⁴. The second reason is that culture may grow through time by the current social order and circumstances. Culture can form and spread from generation to generation. This definition refers to a group of characteristics and outcomes of human civilization that is extra somatic, transmissible through methods other than biological heredity, and that are both fundamentally absent from sub-human species and distinctive of the human species as a whole⁵.

Culture is dynamic and constantly evolving as a result of ongoing stresses. Even if culture is the term used to describe knowledge that would be disseminated differently among individuals in a group, communicating meaning in daily life is an individual effort⁶. Definitive justification or blame for culture is impossible. There are relatively minor cultural distinctions among the groupings, and each group is culturally compatible with itself.

In a broad sense, culture can also be interpreted as a set of elements created objectively and subjectively by humans to support the life of a group in a place. Where objective culture is actual and visible culture. And subjective culture is the opposite of objective that is invisible culture. Meanwhile, in a narrow sense, culture is knowledge gained to explain experiences and attitudes that occur in non-physical life⁷.

⁴ Robert S. Wyer, Chi-yue Chiu, and Ying-yi Hong, *Understanding Culture: Theory, Research, and Application* (New York: Taylor & Francis Group, 2009), <https://doi.org/https://doi.org/10.4324/9781441605054>.

⁵ A. L. Kroeber and Clyde Kluckhohn, "Culture: A Critical Review Of Concepts And Definitions," *Peabody Museum Of American Archeology And Ethnology* XLV II, no. 1 (1952): 145, <https://peabody.harvard.edu/publications/culture-critical-review-concepts-and-definitions>.

⁶ Roger M. Kessing and Andrew J. Strathern, *Cultural Anthropology A Contemporary Perspective*, Third Edition (Orlando: Harcourt Brace College Publishers, 1998), 24.

⁷ M. Elfan Kaukab, *Cross Cultural Understanding : Literasi Pencegah Gagap Budaya Cross Cultural Understanding* (Wonosobo: Fakultas Bahasa dan

Language, communication methods, rituals, attitudes, and values are only a few examples of the many variances that lead to variations in culture. The range of culture extends beyond just the arts, music, literature, and cuisine. The hidden ways in which people connect, express themselves, hold their beliefs, and form their opinions are all part of the culture⁸.

Based on the many views discussed above, it can be said that culture is defined as a way of life that arises from human thought and encompasses all elements of existence—both actual and imagined—in a group of people and is handed down from generation to generation. The culture is then created by the social realities that are prevalent within a group’s environment. It can be noted if each group has a distinct culture while having one or two things in common.

b) Types of Culture

The grouping of types of a culture that can be included in textbooks, especially in the field of foreign languages, namely the culture of the source language, the culture of the target language, and the culture of the international language. The explanation of the three cultural categories has been put forward by Cortazzi & Jin with the following description:⁹

(1) Source Language culture (SC)

Sastra Universitas Sains Al-Qur’an Jawa Tengah Wonosobo, 2020), 4, https://www.researchgate.net/publication/344120371_Cross_Cultural_Understanding_Literasi_Pencegah_Gagap_Budaya.

⁸ M. Elfan Kaukab, *Cross Cultural Understanding : Literasi Pencegah Gagap Budaya Cross Cultural Understanding* (Wonosobo: Fakultas Bahasa dan Sastra Universitas Sains Al-Qur’an Jawa Tengah Wonosobo, 2020), 3, https://www.researchgate.net/publication/344120371_Cross_Cultural_Understanding_Literasi_Pencegah_Gagap_Budaya.

⁹ Martin Cortazzi and Lixian Jin, “Cultural Mirrors Materials and Methods in The EFL Classroom,” in *Culture in Second Language Teaching and Learning* (Cambridge: Cambridge University Press, 1999), 204–210.

Publications on the culture of the source language provide an overview of the cultures of language learners. The creation of a country's central government typically results in textbooks that depict a particular cultural era from the language of the source. Additionally, there are textbooks written in foreign languages that were produced by the Indonesian government's central office that mention a variety of Indonesian cultures, from Sabang to Merauke. The inclusion of culture derived from the source language in foreign language textbooks serves the only purpose of training students to communicate with and share their own cultures with people from all over the world.

(2) Target language culture (TC)

One or even two target language cultures may be the focus of a textbook that uses that culture as cultural content. Countries that are a part of the "inner circle" in English learning, such as the United States and England, are those that are the origin of the target culture. In general, it delivers a more complex and all-encompassing vision of the target culture and offers an open-ended rendition of that society. Whereas this textbook's primary emphasis is on different civilizations, it also addresses present history in addition to sociopolitical, technological, religious, and aesthetic themes. Many publishers specifically include cultural content from the target language in English textbooks. Since it is regarded as still being excessively commercial and functioning as a promotional tool, this has led to many prejudiced opinions from textbook experts.

(3) International language culture (IC)

International language culture material includes cross-cultural material in English-speaking countries or countries that make

English an international language. The quality of interactions between students, texts, and teachers and the use of textbooks in the classroom have a significant impact on how well students learn about other cultures and acquire intercultural skills. Sometimes the chosen topic does not connect to other subjects. The use of culture in this category is done because non-native speakers often use English in an international context.

c) Aspects of Cultural Values

Cultural values in daily life have standards for which values are more significant than others. We can say that depending on the environment in which it is utilized, each one of these cultural values gets established differently. Meanwhile, six fundamental cultural values actually exist: theoretical, economic, aesthetic, social, political, and religious. Then, from these six fundamental cultural values, eight cultural values that are closely related to education where students can acquire language and culture can be produced. They are tolerance, cooperation, discipline, solidarity, responsibility, equality, love for motherland, and belief. In the latest education curriculum in Indonesia, there are six dimensions of applying cultural values to students called the Pancasila Learner Profile (Profil Pelajar Pancasila). The six dimensions of the Pancasila Learner Profile are faith and devotion to God Almighty, independence, cooperation, global diversity, critical, and creativity¹⁰. Each of these dimensions is included in the category of eight cultural values previously described.

¹⁰ Menteri Pendidikan Dan Kebudayaan Republik Indonesia, *Dimensi, Elemen, Dan Subelemen Profil Pelajar Pancasila Pada Kurikulum Merdeka* (Jakarta: Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2022).

Every person has a unique way of living that is shaped by culture. The emphasis on cultural contents itself contains: social identity and social groups (social class, regional identity, ethnic minorities), social interaction (different levels of formality), belief and behavior (morals, religious comforts, daily routines), social and political institutions (state institutions, health care, law and order, social security, local government), and socialization and the life cycle (families, schools, employment, rites of passage)¹¹. With both the following explanation, this carries the same meaning as the viewpoint on the division of attention or other factors, such as social organization, traditions and customs, religion, language, arts, and literature, as well as the political and economic systems, as explained below:¹²

1) Social Organization

This social organization is a cultural method of dividing society into smaller, more manageable groups. Families, schools, community organizations, and other groupings, whether or not they are legal entities, are examples of organizational units or small groups that come from the split. It aims to regulate how people interact and behave with each other. Topics included in this social organization are the world of education and social behavior. The family is the first organizational unit since it's where people learn their beliefs and behaviors. Then proceed to the environment outside the family.

2) Customs and Tradition

¹¹ Martin Cortazzi and Lixian Jin, "Cultural Mirrors Materials and Methods in The EFL Classroom," in *Culture in Second Language Teaching and Learning* (Cambridge: Cambridge University Press, 1999), 203.

¹² Woro Endah Sitoesmi, "A Cultural Content Analysis of EFL Textbooks-Challenge Series: 2, 3, And 4 Published by Pearson" (thesis, Syarif Hidayatullah State Islamic University of Jakarta, 2017), 16-17.

Traditions and customs serve as cultural norms and codes of conduct. Humans occasionally use the cultural symbols of a nation to convey a threat by assuming a particular stance. Actions, routines, and principles are connected to these mindsets. The laws of behavior are also what decides what is right and wrong. Customs and traditions can include more than just attitudes and behaviors; one area where this is true is dress. It has to do with traditional dress, which has a lot of significance.

3) Religion

Many people consider religion to be the most significant aspect of their life, and it is a powerful instrument for fostering community. Religion is about what is morally correct in our culture. It is how society deals with the unknowable and chooses the best course of action. Religion offers a fundamental explanation for the meaning of life and promotes concepts that particular social groupings deem vital.

4) Language

Language is a set of spoken and written symbols that may be used in a variety of ways to convey ideas. It claims that language is the cornerstone of culture and a tool for interpersonal communication. Language similarity is crucial for cultural items since communication is crucial for the evolution of culture.

5) Arts and Literature

Art and literature are part of the most effective ways to spread cultural knowledge and beliefs. They arise because it is the material of human creativity which is then passed down from generation to generation. Art deals with how humans organize things using space, ideas, sounds, and materials. Meanwhile, the scope

of this art and literature is everything related to entertaining activities, such as tourism, dance, theater, music, and others. Many people view art and literature with aesthetics.

6) Forms of Government

The creation of a government to meet their needs as a community. Additionally, it serves to uphold social order and shield the locals from outside language. These kinds of governance exist to support safety and order as well as to place boundaries on authority and duty within a culture. Politics and history, including leadership, historical personalities who served as heroes, and other related topics, can also be included in the discussion of different types of governance.

7) Economic System

The economic system describes how people fulfill basic needs and get things they need. The economy of civilization controls the means necessary for life. It deals with how individuals use scarce resources to achieve the goals and demands of society. In addition, food, beverages, and other products are some examples that can be used to about the what, how, and for whom of a product.

The outcome of various number theories developed by authors like Shatnawi in 2009, Newmark in 1988, and Cortazzi and Jin in 1999 are other culturally relevant features. The sign contained in these hypotheses were integrated into one and rewritten. It compares 12 markers for the outcomes of the earlier theory development, including¹³:

¹³ Bader Sa'id Dweik and Sa'ida Waleed Al-Sayyed, "Analyzing The Cultural Content of Action Pack '12,'" *International Journal of English Language and Linguistics Research* 3, no. 2 (2015): 1-28, <http://www.eajournals.org/wp-content/uploads/Analyzing-the-Cultural-Content-of-Action-Pack---12---1>.

1. Politics and history
This is connected to national symbols, national memorials, state governments, and heroes or notable people from a nation.
2. Religion and ceremonial practices
The second point covers every aspect of religion, including religious rituals and locations that have been declared holy in accordance with the various religions that have spread throughout the nation.
3. Foods and drink
It has to do with foods and beverages that are unique to different parts of a nation. Also considered are local dining customs and laws.
4. Education
Education refers to the entire system of schools, books, disciplines, and other components that make up a nation's educational system.
5. Ecology
This element includes both land- and sea-based natural landscape as part of its scope.
6. Economic
According to the definition of the word "economy," this component is connected to financial transactions and buying and selling.
7. Leisure time, music and arts
Activities for entertainment are relevant to this aspect. In order to occupy downtime, entertainment activities are engaged in.
8. Science and literature
These elements touch on the significance of science, literature, and language. Examples of language and literature include a character's biography or life story, poetry, theater, and other works, while examples of science include scientific study.
9. Dress

This refers to both the traditional dress for men and women worn in each region of a country.

10. Social behavior

Communication habits, such as phrases and habits, are related to social conduct.

11. The male-female relationship and family

Women and men are treated equally in this relationship. Furthermore, it relates to their various jobs (women and men).

12. First name

First name is the usual name that is used in some places.

Researchers can expand these cultural elements by using the two theories of cultural aspects which are built on the various statistics above. The following table provides more information on the cultural aspects:

Table 2.1: Aspects of cultural values developed by researcher from Brown 2001¹⁴ and Dweik and Al-Sayyed 2015¹⁵

Aspects of cultural values	Indicator
Social behavior	<ul style="list-style-type: none"> - Social organization - Behavior - Interaction
Religion and tradition	<ul style="list-style-type: none"> - Traditional ceremonies - Religious ceremonies - Dress - Cultural norms
Language	<ul style="list-style-type: none"> - Spoken and sign language
Nature and literature	<ul style="list-style-type: none"> - Place (that have their own myths and beliefs) - Poetry, biography, drama

¹⁴ Sitoresmi, "A Cultural Content Analysis of EFL Textbooks-Challenge Series: 2, 3, And 4 Published by Pearson."

¹⁵ Dweik and Al-Sayyed, "Analyzing The Cultural Content of Action Pack '12.'"

	– Entertaining activity
Product	– Foods and drink – Non-foods and drink products – Buying and selling activities and money
Government	– History – Politics

d) The Relation Between Culture And Language

Both internationally and within one tongue, language and culture are intertwined. In other words, culture has a direct impact on languages. There are many connections between these two issues. The language of a nation or organization can represent that nation or people. It makes language a cultural emblem.¹⁶

Culture and language are connected because language is the primary means of expressing culture. It is difficult to understand language and cultural research expressions that integrate discipline, language, and culture¹⁷. Regarding the connection between language and culture, there are three different claims. First, the social (cultural) structure can influence or determine the structure and/or behavior of the language. The second statement contrasts with the first, where behavioral patterns and/or language structures can influence or shape social structures (cultures) or worldviews. In the latter, there is no relation between language structures and social (cultural) structures different from others. Many scholars continue to disagree on the best form of culture to teach. Prior to

¹⁶ Tengku Sepora Tengku Mahadi and Sepideh Moghaddas Jafari, "Language and Culture," *International Journal of Humanities and Social Science* 2, no. 17 (2012): 234, https://www.ijhssnet.com/journals/Vol_2_No_17_September_2012/24.pdf.

¹⁷ Nurmilayana, "Analysis of Culture Values in The English Textbook At The Eleventh Grade of SMK Taruna Indonesia Jambi" (thesis, The State Islamic University Sulthan Thaha Saifuddin Jambi, 2019), 10.

attempting to explain various ideas on language use, it is crucial to comprehend how language and society interact to produce shifting perspectives.¹⁸

2. Textbook

a) The Definition

A collection of printed papers with the specific subject matter and a cover that are chosen and used by schools and other educational institutions as a source for teaching materials and learning resources is a textbook, according to its concrete definition. One need of schools, among the various needs of students and teachers, may be stated to be textbooks.

According to Cunningsworth's theory, textbooks are a source of all information that is condensed in a practical way, used for participated study, as a guide for students to adhere to the established learning objectives and transforms into a teacher companion for those who lack confidence when performing direct actions in class¹⁹. Many of them support using textbooks for group learning exercises at school and participated study outside of school. Contrary to some viewpoints, which claim that textbooks are books utilized by educators and students during teaching and learning activities or used as reinforcement in classroom activities with comprehensive supporting materials that are simple to absorb by all parties, especially students²⁰.

¹⁸ Samaneh Rangriz and Mahdi Harati, "The Relationship between Language and Culture," *Journal of Applied Linguistics and Language Research* 4, no. 6 (2017): 209–13, <http://www.jallr.com/index.php/JALLR/article/view/677/pdf677>.

¹⁹ Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Macmillan Education, 1995) 7, https://kupdf.net/download/choosing-your-coursebook-alan-cunningsworth_58fcc8a3dc0d609227959efc_pdf.

²⁰ Aan Anisah and Ezi Nur Azizah, "Pengaruh Penggunaan Buku Teks Pelajaran Dan Internet Sebagai Sumber Belajar Terhadap Hasil Belajar Siswa Pada Pembelajaran IPS," *Jurnal Logika* XVIII, no. 3 (2016): 5.

Textbooks are used as either educational resources and teaching aids that disseminate subject matter with a specific focus that is in keeping with the subject matter to support the teaching program²¹. The course's topic matter and scope have been designed to aid students in their academic pursuits²². In other words, different descriptions of the information from various subjects that are contained in the textbooks have been put together and have undergone the selection stage, especially keeping in mind specific objectives like the absorption of knowledge in students in support of the teaching programs that are produced.

Students and teachers use textbooks to develop fundamental skills and core competencies throughout teaching and learning activities. When the basic and core competencies have been decided by the national government and listed in the National Education Standards Agency, then each educator can create and assemble a syllabus before engaging in instruction. The creation of core competencies and fundamental competencies by the central government serves only one goal—to prevent inconsistencies in the subject matter delivery of teachers at each level of Indonesia's academic units²³.

According to different interpretations of textbooks from these sources, they are a

²¹ Maya Arianingsih, "An Analysis Of The Appropriateness Of Junior High School English Textbook Entitled When English Rings A Bell For VIII Grade Based on BSNP Criteria" (thesis, State Islamic Institute of Palangka Raya, 2017), 17.

²² Dini Nurul Huda, "Analisis Kesesuaian Materi Buku Teks Bahasa Indonesia Non-BSE Dengan Standar Isi Bahasa Indonesia Untuk SMP Kelas VII" (thesis, State University of Yogyakarta, 2014), 9.

²³ Menteri Pendidikan dan Kebudayaan, "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 Tentang Pedoman Buku Yang Digunakan Oleh Satuan Pendidikan," in *Kemntrian Pendidikan Dan Kebudayaan*, 2016, 2.

compilation of hardback printed papers produced by an organization or publisher that contains various information about particular subjects and is put together with due consideration for the objectives set forth in the scope to aid students and teachers in educational institutions.

b) **Types of Textbooks**

The Indonesian booking system indicates that there are two distinct sorts of textbooks: the primary textbook and the supplementary textbook.

1. The primary textbook is a required book created by the central government to assist educational activities at a specific level of education. Its content is by the applicable curriculum.
2. The supplementary textbooks, however, originate from a locally owned book publisher, keeping in mind the relevant curricula. The textbook is published if it has been authorized by the Central Government and meets the requirements for publishing a book.²⁴

In addition, another opinion revealed that textbooks were divided into textbooks and supplementary books with different material focuses. Whereas the textbook includes all information connected to the lessons, starting with general explanations. While in other publications, the emphasis is on subjects that are more specialized than what is covered in textbooks²⁵.

The division of several textbook categories into separate pages above demonstrates that they are divided according to the official status of the

²⁴ Menteri Pendidikan dan Kebudayaan Republik Indonesia, "Undang-Undang Republik Indonesia Nomor 3 Tahun 2017 Tentang Sistem Perbukuan," Pub. L. No. 3 Tahun 2017 (2017), <https://jdih.kemenkeu.go.id/fullText/2017/3TAHUN2017UU.pdf>.

²⁵ Ivana Maděričová, "The Proportion of Language Skills in English Textbooks at Lower Secondary Schools" (thesis, Masaryk University, 2013), 18.

textbook and the volume of the textbook's content. Indicate the shorts of textbooks, including required books or textbooks (from the central government) and additional books or widely recognized supplementary books, depending on the condition that the textbook is official or not (textbooks from the municipal government that is privately printed and approved by the central government).

The next classification is based is ased on the range of textbook content, including traditional textbooks, which cover only two language skills, reading and writing skills (grammatical processing), and communication textbooks, which cover all language skills. These language skills include reading, writing, listening and speaking. However, one of the most prominent skills is the ability to speak.

c) **The Use of Textbook**

The use of textbooks by each student and educator is different. Students use it as a reference for learning materials that are considered valid. Meanwhile, educators use textbooks as a guide in delivering or explaining the material, assessing student understanding, and choosing teaching methods to be used in the classroom²⁶. Textbooks are designed to make it easier for educators to provide material to students. It is said that the function of textbooks is to help students understand and revive interest in learning them with special tools already available in textbooks such as diagrams, pictures, and illustrations²⁷.

²⁶ Khufaiatul Fikri, "Analisis Isi Buku Teks Bahasa Indonesia SMP Kelas VIII Dengan Kurikulum 2013 Di MTs N 3 Indramayu, Jawa Barat" (thesis, State Islamic Institute of Syarif Hidayatullah Jakarta, 2019).

²⁷ Muhammad Ridho Pradita and Fitriani Lubis, "Kelayakan Isi Dan Bahasa Buku Ajar Bahasa Indonesia Sekolah Menengah Pertama Kelas VIII Kurikulum 2013 Edisi Revisi 2017 Penerbit Kementerian Pendidikan Dan Kebudayaan," *Basastra* 7, no. 4 (2018): 282, <https://doi.org/https://doi.org/10.24114/bss.v7i4.11739>.

Textbooks have four functions that are beneficial for educators and students. The four functions are:

- to develop course materials and plans
- to support teacher academic training
- to facilitate the achievement of learning objectives
- to improve the efficiency and effectiveness of teaching and learning activities²⁸.

In the explanation of the function of textbooks, it can be seen that these functions are more profitable or more in favor of educators in the process of preparing for delivery and or delivery of material contained in textbooks.

According to their needs, different explanations of the role of textbooks for instructors and students. The first is a role for students, specifically as a regular learning guide for students²⁹. The purpose of the guidance is to learn or go deeper into the subject matter. The second is the function of textbooks for teachers, including aiding in time management, establishing standards for instruction, developing the subject through use of concept maps, and facilitating clear communication between teachers and students³⁰.

Each student and teacher will receive a distinct explanation of how the abovementioned textbook serves its purpose. They feel that in addition to serving as a student's learning guide, textbooks can pique their interest in studying by

²⁸ Mardiana P, "Telaah Kelayakan Isi Dan Bahasa Dalam Buku Bahasa Indonesia Untuk Siswa SMP / MTs Kelas VII Edisi Kurikulum 2013 Revisi Terbitan Yudhistira" (thesis, State University of Semarang, 2018), 22-23.

²⁹ Rukni Setyawati et al., "A Critical Literary Review Of Expert Opinions Toward Textbook Development," in *International Conference: Enhancing Education Quality In Facing Asian Community*, 2015, 624.

³⁰ Touran Ahour, Bayezid Towhidiyan, and Mahnaz Saeidi, "The Evaluation of ' English Textbook 2 ' Taught in Iranian High Schools from Teachers ' Perspectives," *English Language Teaching* 7, no. 3 (2014): 150–158, <https://doi.org/10.5539/elt.v7n3p150>.

including a variety of engaging illustrations. In addition, textbooks serve a variety of roles as educators, including serving as a resource, a mentor for class discussions, and a means of allocating class time for learning.

3. Textbook Analysis

Lesson plans, curriculum content, learning objectives, and other elements of the curriculum may all change or, to put it another way, go through modifications. A change in the curriculum necessitates that the instructional materials, mainly textbooks, adapt the content to reflect the new curriculum. The textbook analysis is the first stage before changing the substance of the material, which may be done by several parties like educators and publishers directly. This is so that developing curriculum and teaching and learning activities may be established and be successful³¹.

Analysis of the textbook is done as a first phase to determine its benefits and drawbacks. The completion of instructional materials and/or the development of skills relevant to the subject of study increases the knowledge goals mentioned above³². The textbook content analysis said that this practice is essential for teachers since it may provide them with the knowledge that aids in designing, understanding, and putting lesson plans into effect in the classroom³³.

Content analysis is a method of summarizing any content by understanding the different aspects of the content. It allows for a more objective assessment

³¹ Lisa O’Keeffe, “A Framework for Textbook Analysis,” *International Review of Contemporary Learning Resesarch* 2, no. 1 (2013): 4, <https://doi.org/10.12785/irclr/020101>.

³² Rias Wita Suryani, “ ‘WHEN ENGLISH RINGS THE BELL’ : An English Textbook Analysis,” *English Language Teaching and Research* 2, no. 1 (2018): 261, <http://ejournal.unp.ac.id/index.php/eltar/article/view/102669>.

³³ Biljana B. Radić-Bojanić and Jagoda P. Topalov, “Textbook In The EFL Classroom: Defining, Assessing and Analyzing,” *Collection of Papers Of The Faculty of Philosophy* XLVI, no. 3 (2016): 144, <https://doi.org/10.5937/ZRFFP46-12094>.

than comparing content based on listening impressions. The content to be analyzed can initially be arbitrary but is usually converted to written text before analysis. All of that are content, such as newspaper articles, magazine articles, books, and catalogs in print media. If we do book research as well, the main reason for content analysis is to be able to make a connection between why and what³⁴.

The key to determining if the chosen material is appropriate for the curriculum's objectives and keeping in mind the present state of the curriculum is to analyze the content in the textbook. The learning outcome from the textbook's material is complete attention to analysis³⁵.

B. Theoretical Framework

The inclusion of culture in English textbooks ought to be balanced between source, target, and international cultures. The goal of the cultural balance described in the English textbook is to make it easier for students to learn English, which includes learning about both cultures so that there is no imbalance in addition to the language. For example, we can speak English, but we are completely ignorant of the language and culture-related topics including speech patterns, social mores, and what is appropriate and improper in various locales³⁶.

In preventing the above inequality occurs, it is necessary to analyze cultural values in textbooks used by class VII students of Middle School English for Nusantara. This research aims to make repairs in the future and publishers so that students can learn language and culture in a balanced framework of thinking for the analysis of the

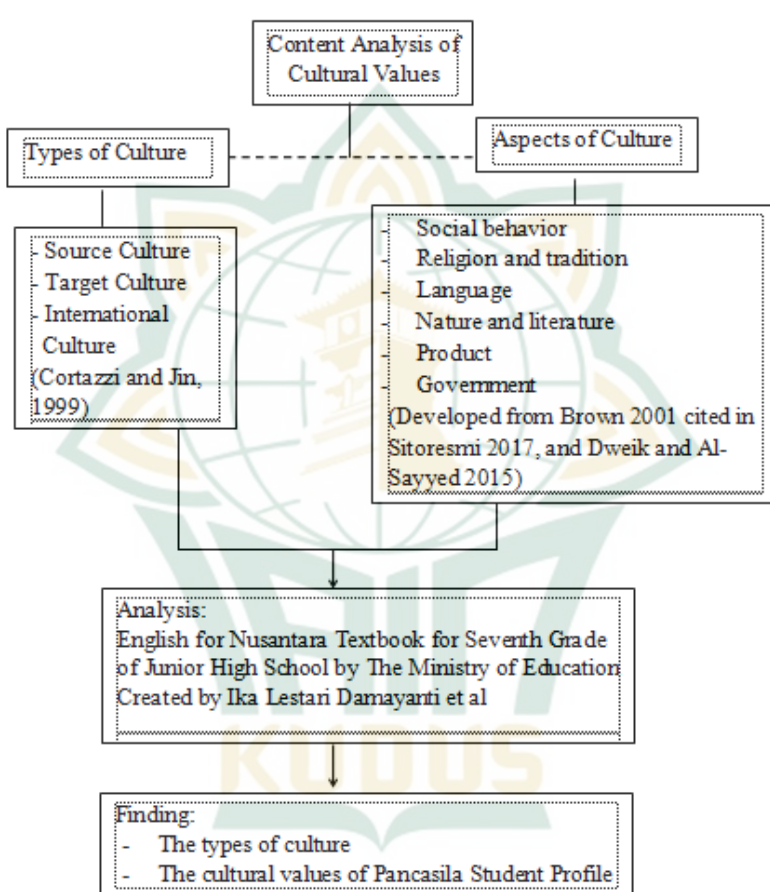
³⁴ Nurmilayana, "Analysis of Culture Values in The English Textbook At The Eleventh Grade of SMK Taruna Indonesia Jambi" (thesis, The State Islamic University Sulthan Thaha Saifuddin Jambi, 2019), 27.

³⁵ Mohammad Zohrabi, "Coursebook Development and Evaluation for English for General Purposes Course," *English Language Teaching* 4, no. 2 (2011): 213–22, <https://doi.org/10.5539/elt.v4n2p213>.

³⁶ Lies Lestari, "Mengenalkan Aspek Budaya Dalam Pembelajaran Bahasa Inggris" (Surabaya, 2010), <https://doi.org/10.13140/RG.2.2.23518.95049>.

content of cultural values in the textbook it can be described as follows:

Figure 2.1: Theoretical Framework



C. Previous Study

The researcher attempts to state and reference earlier research that has been conducted on the same subject in this section, namely: is an analysis of cultural values including the type of culture and the cultural aspects. It is easier for researchers to acquire an overview of the similarities and difference with their research by listing previous studies. The following are some

similarities and difference between previous studies with the research by researcher:

Table 2.2: The similarities and difference between the previous study and this study

Previous Study		This Study	
Title/author(s)	Pointers	Similarities	Difference
<p>Cultural Representation In EFL Textbooks For The Seventh Graders: A Multimodal Analysis / Fransiska Prihatiningsih, Ismail Petrus, and Sary Silvhiany, 2021</p>	<p>Theory: Types of culture by Cortazzi and Jin (1999)</p> <p>Data:</p> <ul style="list-style-type: none"> - When English Rings a Bell for seventh graders by Center of Curriculum and Books and The Ministry of Education - English on Sky 1 by Erlangga <p>Result analysis: In comparison to the target and foreign cultures, the source culture is more strongly represented.</p>	<p>Theory: Types of culture by Cortazzi and Jin (1999)</p> <p>Method: Qualitative content analysis</p> <p>Data: English textbook published by the Center of Curriculum and Books and The Ministry of Education</p>	<p>Theory: Cultural aspects (developed from Brown 2001 cited in Sitoresmi 2017, and Dweik and Al-Sayyed 2015)</p> <p>Data: English for Nusantara for seventh graders of Junior High School by the Center of Curriculum and Books and The Ministry of Education (Participated Curriculum)</p> <p>Result analysis: This research is expected to find a</p>
<p>The Analysis of the Culture-Related Contents in an Indonesian English Textbook / Ulya Safira</p>	<p>Theory:</p> <ul style="list-style-type: none"> - Sources of culture by Cortazzi and Jin (1999) - Categorization of the culture by 	<p>Theory: Types of culture by Cortazzi and Jin (1999)</p> <p>Method: Qualitative</p>	

<p>Riadini and Bambang Yudi Cahyono, 2021</p>	<p>Byram (1993) Data: Bahasa Inggris (Revised edition) for the Tenth Grade of Senior High School by the Ministry of Education and Culture of Republic Indonesia. Result analysis: In conclusion, the cultural resources are well portrayed in this English textbook for integration into the teaching and learning of English.</p>	<p>content analysis Data: English textbook published by the Center of Curriculum and Books and The Ministry of Education</p>	<p>balance between source, target and international language culture in English for Nusantara textbooks for 7th grade of Junior High School</p>
<p>The Representation of Local Culture in Indonesian Junior High School English Textbook When English Rings a Bell Grade VIII / Siti Marwah Ulfa, 2021</p>	<p>Theory: Culture dimensions by Moran (2001) Data: When English Rings a Bell for the eighth grade by Center of Curriculum and Books and The Ministry of Education. Result analysis: Local culture is found in textbooks, resources, and</p>	<p>Method: Qualitative content analysis Data: English textbook published by the Center of Curriculum and Books and The Ministry of Education</p>	

	<p>exercises through local culture. The researchers discovered that the community has a culture with intellectual worth. The local culture of the product's product is performed through artistic mediums, locations, and institutions.</p>		
<p>Cultural Representation in English Course Books for Junior High School / Theodesia Lady Pratiwi, 2017</p>	<p>Theory:</p> <ul style="list-style-type: none"> - Cultural information by Cortazzi and Jin (1999) - Cultural categorize by Liu & Laohawiriyon (2013) and Xiao (2010) <p>Data:</p> <ul style="list-style-type: none"> - When English Rings a Bell for 7th, 8th, 9th graders by Center of Curriculum and Books and The Ministry of Education. - Bright for 7th, 	<p>Theory:</p> <p>Types of culture by Cortazzi and Jin (1999)</p> <p>Method:</p> <p>Qualitative content analysis</p> <p>Data:</p> <p>English textbook published by the Center of Curriculum and Books and The Ministry of Education</p>	

	<p>8th, 9th graders by Erlangga.</p> <p>Result analysis: The findings demonstrate that source culture, target culture, and international culture are all representations of culture in WERB and Bright.</p>		
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